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ABSTRACT

This paper presents an overview of the audiovisual (AV) training program for student-assistant staff and the effect it has had in meeting service excellence goals for the Media Resources unit of Educational Technology Services at the State University of New York at Buffalo. A description of the Media Resources unit indicates that it has 11 full-time staff and approximately 50 part-time student-assistant staff. An evaluation of the unit in 1989 that pointed to a deficiency in the quality of services offered is cited as the rationale for the initiation of a program to develop training programs, materials, and evaluation procedures for the student-assistant staff to replace the often inconsistent "in the field" training of the past. It is noted that training is currently a continuous process with full-time staff assuming responsibility for conducting training sessions and performance evaluations. This paper describes how the program was designed and implemented, organizational changes that were made in connection with the program, the development of the Educational Technology Equipped Classroom (ETEC) program, assessment procedures that were instituted, and training materials that were developed for use by student assistants. Materials used in the training and evaluation of student assistants are appended, including information on the ETEC, the Media Resources Service follow-up form, a student-assistant proficiency record form, procedures for servicing the Buhl 90ED series overhead projector, and general procedures for campus classroom support services. (ALF)

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Service Excellence:

An AV

Training Program

For Student-Assistant Staff

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Forward

The purpose of this presentation is to give an overview of the AV training program for student-assistant staff and the effect it has had in meeting service excellence goals at the State University of New York at Buffalo. Emphases will be placed on the rationale for such a program, how it was designed and implemented, a curriculum outline/training syllabus, assessment procedures, and examples of training materials utilized. The presenter wishes to acknowledge Mr. Mark Greenfield, Supervisor of Media Equipment Services for developing the Student-Assistant Handbook and the Proficiency Record used in the student-assistant training program.

Background

State University of New York at Buffalo:

The State University of New York at Buffalo is the most comprehensive unit of the 64 campus SUNY system, enrolling over 26,000 undergraduate and graduate students. As one of four university centers, its mandate is to concentrate on upper division and graduate programs and research. It offers 93 undergraduate, 113 master's and 83 doctorate degree programs, as well as four professional degree programs and 14 graduate certificates. Faculties include not only the traditional arts and sciences divisions of Arts and Letters, Natural Sciences and Mathematics, and Social Sciences, but also the Undergraduate College and Schools of Architecture, Dental Medicine, Education, Engineering, Health Related Professions, Library Studies, Law, Medicine, Nursing, Pharmacy and Social Work.

These diverse programs are housed on two separate campuses. The older South Campus in the City of Buffalo has been refurbished into a Health Sciences Center. A large new North Campus was recently completed in the suburb of Amherst, approximately five miles from the Health Sciences campus.

Educational Technology Services:

Educational Technology Services is a university-wide media and educational technology support service with a full-time staff of 34 and a part-time staff of 80 student-assistants. Educational materials are acquired, produced, stored and distributed within the university and to other institutions within the region. Professional and technical consultation in the design, production and utilization of communications media is available to faculty, staff, students and community. Educational Technology Services are carried out by four major units: Media Resources, Engineering Services, Graphic Arts and Photography, and the Information Technology Center.

Media Resources:

Media Resources has eleven full-time staff and is made up of three divisions: Media Equipment Services, Media Library and Instructional Systems Support. Their mission is to provide media equipment, media materials and assistance in utilization and development of programs and materials in support of classroom instruction. These media resources are also available in support of University research, conferences and special events, student activities, public service and administrative activities.

Media Equipment Services:

Media Equipment Services has six full-time staff and approximately 50 part-time student-assistant staff. Media equipment and materials are delivered and set-up in over 200 classrooms and 15 lecture halls on two separate campuses from 8:00 am to 10:00 pm in the support of instruction. Student operators are also provided in the large lecture halls and for conferences and special events.

The Problem

It is recognized that the student-assistant staff is the "front line" of the organization. The customer or client (faculty, students, researcher, conference presenter, administrator, etc.) is more likely to come into direct contact with a student-assistant rather than a full-time staff member in the delivery of a service. How well a student-assistant carries out his/her responsibilities is a direct reflection of the extent and level of training [and supervision] one receives. A media service department cannot begin to attain service excellence goals without paying particular attention to staff training issues.

In 1989 an evaluation of the media services pointed to a deficiency in the quality of services offered. Work orders were missed or late, equipment was not properly set-up in the classroom or lecture hall, equipment would malfunction, operators failed to properly project images or set PA sound levels, etc. The poor quality of service pointed to a lack of formal training. Training was haphazard. Much of the training that took place was in the field and generally done by a more "experienced" student-assistant. Basically, student-assistant staff "learned" on the job. A common excuse by the full-time staff was that the workload was too great and there was insufficient time to formally attend to training issues.

In summary , it was recognized that the proper training and evaluation of student-assistant staff was not always consistent or carried out in a timely manner. Insufficient attention had been given to providing adequate training and developing the necessary training materials and procedures to meet service excellence goals.

The Solution/Project Goal

Beginning in the Summer of 1989 a program was initiated to develop training programs, materials and evaluation procedures that insured proper orientation, training and evaluation of student-assistant staff. Several changes had to be undertaken before the project goal could be worked on: Briefly, they are outlined as follows:

1. Reorganization of Media Equipment Services to accommodate two additional full-time staff members and the assignment of staff into four functional units: Classroom Services - North Campus, Classroom Services - South Campus, Lecture Hall Services and Media Support for Conferences and Special Events.

2. Reorganization of Media Equipment Services full-time staff workload to accommodate staff development time. Approximately one-half day is set aside every week for the full-time staff to meet as a group to work on training issues and to assist in developing training materials. Time is also set aside to conduct formal training sessions and assessment procedures.

To help reduce work load activity, overhead projectors were permanently placed in all University classrooms and lecture halls. Previously, overhead projectors had to be scheduled and equipment was moved from classroom to classroom to meet instructional needs. This move alone reduced annual work orders from approximately 30,000 equipment requests to approximately 20,000 equipment requests.

Another initiative was to develop the Educational Technology Equipped Classroom (ETEC) program. Four recently renovated classrooms have permanently installed media equipment in secure but easily accessible cabinets. Included in three of these ETEC classrooms is computer technology and the communication links for use with microcomputing equipment and mainframe and network access. Video and/or data is displayed through monitors or large screen projectors. The advantage for faculty teaching in these ETEC classrooms is that they will have immediate access to a variety of media and other classroom support technology without having to call and reserve equipment 48 hours prior to use. The advantage to the Media Equipment Services staff is that the labor intensive activity of delivery and set-up of equipment is reduced. A handout, *Educational Technology Equipped Classroom* , describing the ETEC program is in the Appendix.

As part of the service excellence initiative a *Media Resources Service Follow-up Form* was developed and put into use for the 1990 Spring Semester. The purpose for initiating this form was to provide consistency in how service complaints are documented; to provide an orderly and responsive method of client service follow-up when a complaint is received; and, to assist in gathering a data base to measure client satisfaction and the quality of services provided. The data gathered assists the full-time staff in focusing in on specific training issues. An example of this form is in the Appendix.

A *Student-Assistant Handbook* was published to introduce the new part-time employee to the position of student-assistant in Media Equipment Services. This handbook is set in a loose leaf binder. The first part is generic to all four service sections and covers the overall mission and organization of Educational Technology Services, general departmental policies and

procedures, and an overview of the technical training to supplement the hands-on training provided by the section supervisor. The second part contains information specific to the section in which the student-assistant is assigned to. For example, the handbook for Lecture Hall Services will contain information on projection booths (booth location, types of projectors, PA systems, controls, etc.); whereas, the handbook for Classroom Services - South Campus will contain information on equipment will-call procedures, location of AV equipment storerooms, service and set-up procedures for classroom overhead projectors, etc. This handbook is currently undergoing a revision and will be available for use by June 1992.

Assessment is an important component of the student-assistant training program. A *Media Equipment Services Student-Assistant Proficiency Record* is kept for each student-assistant and each student is given a formal evaluation once a semester based on a performance program. Any deficiencies or weaknesses are immediately addressed with additional training. An example of this form is in the Appendix.

A handout, *Procedure For Servicing The Buhl 90ED Series Overhead Projector*, was developed for student-assistants responsible for servicing overhead projectors in all centrally scheduled classrooms. Based on data gathered from the "Media Resources Service Follow-up Form," a step-by-step procedure was outlined to assist the student employee in proper service procedures. Since the initiation of this handout and new training procedures, service complaints have decreased significantly. A copy of this handout is in the Appendix.

Two handouts, *General Procedures: North Campus Classroom Support Services* and *General Procedures: South Campus Classroom Support Services*, were written for student-assistants assigned to these respective service units. These handouts were developed after a needs assessment was conducted and information gathered based on data collected from the "Media Resources Service Follow-up Form." It was recognized that student-assistants were not given sufficient orientation and training regarding daily work procedures. Since both of these handouts are similar in content, only one is included in the Appendix.

In summary, training is a continuous, on-going process and not a one-shot activity. The full-time staff are responsible for conducting training sessions and performance evaluations. Since the initiation of this program media services have improved considerably.

Appendix

1. *Educational Technology Equipped Classroom*
2. *Media Resources Service Follow-up Form*
3. *Media Equipment Services Student-Assistant Proficiency Record*
4. *Procedure For Servicing The Buhl 90ED Series Overhead Projector*
5. *General Procedures: North Campus Classroom Support Services*

UNIVERSITY AT BUFFALO
STATE UNIVERSITY OF NEW YORK

Educational Communications Center
Media Resources
Instructional Systems Support
Media Equipment Services
Media Library
24 Capen Hall
Buffalo, New York 14260
(716) 636-2802

EDUCATIONAL TECHNOLOGY SERVICES

MEDIA RESOURCES

EDUCATIONAL TECHNOLOGY EQUIPPED CLASSROOMS

Dear Faculty Member:

Allow me to introduce myself. My name is James Anderson. I am an Associate Director of the Educational Technology Services (formerly the Educational Communications Center). I am responsible for administering Media Resources (Media Equipment Services, Media Library and Instructional Systems Support). My purpose for writing to you is to solicit your assistance and to explain an exciting mode of service available to you if you are assigned to teach in one of our Educational Technology Equipped Classrooms (formerly referred to as Media Equipped Classrooms).

First, let me give you some brief background information. A few years ago I was asked to head a Task Force to determine how best the Educational Communications Center could implement a plan to place media resources permanently into selected classrooms on the North and South Campuses. We recognize that our current mode of supporting faculty with audiovisual equipment is not always efficient or effective. At present, faculty must call and reserve their AV equipment. AV equipment is then taken out of a storeroom, delivered and set-up in the classroom before the scheduled time of use and then removed from the classroom immediately at the close of the classroom session. Given the volume of work orders, limited staff resources, lack of sufficient equipment and the logistics of constantly moving people. equipment and instructional materials around, we have found it difficult to satisfy the media needs of our faculty.

Our plan over the next few years is to permanently locate media equipment and other classroom support technology into secure cabinets in selected centrally scheduled teaching spaces on both campuses. These renovated teaching spaces are referred to as Educational Technology Equipped Classrooms or ETEC. The advantage of a ETEC classroom is that faculty, if assigned to these classrooms, will have immediate access to a variety of media and technology when teaching. It is no longer necessary to call and reserve equipment.

I am pleased to announce that we have four Educational Technology Equipped Classrooms in operation at this time. One is on the South Campus (Kimball Tower 125) and the other three are on the North Campus (Capen 10, Millard Fillmore Academic Complex 322 and Jacobs 110).

The types of equipment installed in Tower 125, Capen 10 and MFAC 322 include an overhead projector, 35mm slide projector(s), 16mm motion picture projector, video tape

player (1/2" VHS and/or 3/4" U-Matic), audio cassette tape recorder/player, sound reinforcement, video/data monitor or CRT projector, projection screens and custom designed cabinets to securely store this equipment. A Macintosh II is installed in the cabinet in 322 MFAC and a IBM 55 SX is installed in the cabinet in Capen 10. Tower 125 has the capability of using a Macintosh or IBM by specific request.

Our most recent ETEC classroom, Jacobs 110, has some of the latest classroom support technology available. This classroom features a custom designed teaching station (podium) that houses a variety of electronic presentation systems including a IBM PS/2 microcomputer (model 55 SX which supports 80386 applications), a Wolf Visualizer (a CCD camera platform that converts transparencies, hardcopy and small three-dimensional objects to video), a Navitar VideoMate (converts 35mm slides to video) and a VHS videotape player. These "electronic" images are displayed on a large screen with a G.E. Imager data/video projector mounted on the ceiling. Sound reinforcement (P.A. system) and audio recording are also controlled from the teaching station. A laser pointer is also available as well.

An integral component of the Educational Technology Equipped Classroom is the availability of voice and data lines. A auto/dial telephone is installed in each ETEC cabinet or teaching station that terminates at our Media Equipment Services office. In the event of a equipment failure or an operational problem the instructor can have immediate contact with a trained media specialist for assistance. In addition, the instructor can also place calls to the Computing Center (DCA/Ethernet connections), Office of Public Safety, and the Physical Plant. A data line is also provided which will allow the instructor to interface with a VAX or IBM mainframe computer if required.

It is the responsibility of the instructor to open the media cabinets and set-up the equipment to be used for each class session. At the conclusion of each class session all equipment must be placed back into the media cabinets and the doors properly secured. Access is through a combination lock. At the start of each semester an orientation session is conducted and a laminated card with the combination is given out.

If you have any question or you would like additional information regarding these facilities, please call me at 636-2802. The Media Resources staff and I look forward to serving your media equipment needs.

Sincerely,

James A. Anderson

James A. Anderson, Ph.D.
Associate Director - Media Resources

1/92

№ 575

Media Resources
Service Follow-up Form

Committed to Service Excellence

EDUCATIONAL TECHNOLOGY S·E·R·V·I·C·E·S

Client Information

Name _____ Department _____ Phone No. _____

Service Information

Building _____ Room No. _____ Service Date __/__/__ Time ____am____ pm

Nature of the Complaint _____

_____

_____

_____

Unit Responsible for the Service

- ☐ Lecture Hall Services
- ☐ Classroom Services/North Campus
- ☐ Media Library
- ☐ Conferences and Special Events
- ☐ Classroom Services/South Campus

Call taken by _____ Date __/__/__

Service Follow-up

Work Order No. _____ Part-time staff responsible for providing the service _____

Written Response _____

_____

_____

_____

_____

_____

_____

_____

- ☐ Discussed service complaint with student assistant and provided corrective counseling/training.
- ☐ Called client with an explanation of the service problem and offered an apology.

_____ __/__/__ _____ __/__/__

Signature of Unit Coordinator Date Signature of Unit Supervisor Date

White copy-Departmental File Canary copy-Unit Supervisor Pink copy-Unit Coordinator Goldenrod-Office of the Director

MEDIA EQUIPMENT SERVICES
STUDENT-ASSISTANT PROFICIENCY RECORD
LECTURE HALL SERVICES

NAME: _____ 1.

<<<THEORY>>>	DATE	<<<THEORY>>>	DATE
OPTICAL PRINCIPLES		AUDIO SYSTEM PRINCIPLES	
lenses		gain	
screen size & placement		coverage	
film splicing		intelligibility	
slide projection		localization	
film projection		signal levels	
		signal paths	
VIDEO PRINCIPLES		decibel notation system	
video configurations & connections		frequency	
termination		level one configuration	
color bars & gray scale		level two configuration	
video formats		level three configuration	
video projection		audiotaping	
		audio delay	
		microphone usage	
		elimination of feedback	

NAME: _____ 2.

<<<EQUIPMENT>>>	DATE	<<<EQUIPMENT>>>	DATE
OPTICAL		**AUDIO SYSTEMS**	
Eiki 6100/9100 16mm projector		Panasonic 1000B vhs vcr	
Eiki 4000 16mm projector		Panasonic AG-2200 vhs vcr	
B&H 566T 16mm projector		Panasonic NV-8950 vhs vcr	
B&H 2585B 16mm projector		Samsung vhs vcr	
Eiki RMO 16mm projector		Sony VP-5000 3/4" vcr	
Buhl 90 overhead projector		Sony laserdisc player	
3M 213 overhead projector		Zenith 25" color monitor	
3M 900 overhead projector		Zenith (modified) 25" color monitor	
Bergen slide projector		RCA 25" color monitor	
Buhl slide projector		Eiki LC-150 video projector	
Kodak EKII slide projector		GE 210 video projector	
Kodak EKIII slide projector		GE 310 video projector	
AMX wireless remote		GE Talaria video projector	
Sharp dissolve unit			

NAME: _____ 3.

<<<LOCATION>>>	DATE	<<<LOCATION>>>	DATE
16MM PROJECTION SYSTEMS		**VIDEO SYSTEMS**	
large Knox rooms		Knox Lecture Hall	
Knox 4		Woldman Theater	
Knox 14		Moot Court	
Woldman Theater		Fillmore 170	
Moot Court		Center For Tomorrow	
Fillmore 170		Alumni Natatorium	
		Alumni Arena (basic sports set-up)	
MEC ROOMS		Alumni Arena (music set-up)	
Jacobs 110		Alumni Arena (commencement set-up)	
Capen 10			
Fillmore 322			

NAME: _____ 4.

<<<EQUIPMENT>>>	DATE	<<<EQUIPMENT>>>	DATE
COMPONENT AUDIO SYSTEMS		AUDIO COMPONENTS	
BROWN BOX:		EV/Tapco 100M powered mixer	
Shure M267 mixer		Mackie 1604 mixer	
Urie 567 p.a. processor		Yamaha 916 mixer	
Add-2 digital delay		TOA RX-31C mixer	
Crown MT-600 power amplifier		Shure M267 mixer	
JP SYSTEM:		Shure M67 mixer	
Yamaha M206 mixer		Telex WT-200 (system) wireless microphone	
Rane GE-27 equalizer		Crown PZM microphone	
Rane crossover		Shure FP16A distribution amps	
Crown DC-300A amplifier		Tascam 112R cassette deck	
EAW speaker			
BLACK BOX:		MULTI-MEDIA	
Shure mixer		In view LCD panel	
Soundcraftsman equalizer		IBM PS/2	
Sansoi AU-919 amplifier		LOC ensemble	

Procedure For Servicing The Buhl 90ED Series Overhead Projector

Media Equipment Services
Educational Technology Services
State University of New York at Buffalo

Overhead projectors are serviced three (3) times each week on Tuesday, Thursday and on the weekend (Saturday/Sunday). A diagram of the overhead projector is attached to this handout to help identify the different components. The following is a list of items to be checked when servicing this equipment:

* Visually check the overhead power cord and plug for damage.

* Turn on the power switch and check both bulbs for proper operation. Remember to turn the power switch off before pulling out the knob to switch the bulbs.)

* Loosen the lamphouse access locking screw with a special security hardware screwdriver.

* Replace all blown bulbs with the EYB 360W, 82V bulb. Recheck both lamps as well as the exhaust fan to assure that they are working. (When changing bulbs in the projector, do not touch the glass area of the bulb with your hands.)

* Check for proper operation of the projector head by turning the focusing knob forward and backwards. The head should move up and down when you turn the focusing knob.

* Replace the acetate roll whenever the supply roll is almost empty. Leave a spare roll of acetate on the roll table when the supply roll is 3/4 empty so that it can be used should the roll run out before the next servicing. See the diagram for proper loading of acetate. The supply roll of acetate (new roll) is loaded at point "A" of the roll attachment and the take-up (blank) reel is at point "B" of the roll attachment.

* Initial and date the service card inside the projector.

* Secure the lamphouse access locking screw.

* Lower the projection screen and check for any damage and proper operation of the screen.

* Redistribute overhead projectors back to assigned classrooms. (If you find two overheads in a classroom, find out which room the second projector belongs in and return it.)

Other Considerations:

All damaged or inoperative equipment should be replaced with another overhead from the storeroom. Return the inoperative equipment to the Capen storeroom and tag it for repair. You should also make a note on the Inventory Check Sheet in the "remarks section" concerning the damage to the equipment as well as the inventory number of the replacement equipment.

Check to make sure that the power switch on the overhead is turned off before opening the lamphouse (top section) of the overhead projector.

Weekend Servicing of the Equipment:

When servicing the equipment on weekends all surface areas of the projector and roll table should be cleaned with spray cleaner and wiped down. All glass parts of the overhead should be thoroughly cleaned at this time.

Place the focus transparency template on the stage of the overhead and check for the following:

1.) All printed areas of the template are in focus.

2.) Any discoloration of the surface area at the top, bottom and the sides of the template.

Make a note in the remarks section of the equipment checklist for any problems noticed in 1 and 2 above.

1/92

General Procedures
North Campus
Classroom Support Services

Media Equipment Services
Educational Technology Services
State University of New York at Buffalo

Overview and Planning

At the start of your shift:

-- Check the print out sheets to see if there will be problems with equipment distribution, tight scheduling areas, set-ups that you are unfamiliar with, or any other problems.

-- Check with your co-workers and your supervisor to be sure that everyone involved knows how all set-ups and pick-ups are going to be handled.

-- Check to make sure that all scheduled films and video tapes from the Media Library are on the proper shelf and ready to go.

-- Check availability of all necessary equipment (projectors, tape machines, etc.) as well as accessory items (take-up reels, cables, extension cords, etc.).

-- Double check the operation of all rarely used equipment such as slide-sync cassette players, opaque projectors, dissolve units,etc.

Work Schedule

In order to determine who is responsible for what, before classes change:

-- Talk with all other student-assistants on your shift as well as your supervisor to assure that all set-ups and pick-ups are going to be covered. Print your initials clearly beside every assignment you are going to do on each class break.

-- Plan your route to perform all duties most efficiently. Sometimes you can start early and do pick-ups before set-ups., but remember that it is most important that set-ups be done on time so as not to delay the instructors' classes.

-- Make a list for yourself of all the room numbers and equipment for all the assignments you are going to handle.

Inventory Control And Storeroom Readiness

When you arrive at the storeroom:

-- Take note of what equipment is in a storeroom. Check to see that all equipment that is normally stored in that room is accounted for.

-- Check for extra equipment in the storerooms and determine if it is needed or if it should be placed in another location.

-- Take note of any damaged equipment and remember to take it back to Capen 23F to be sent in for repair.

-- Set-up equipment to determine that it works and works properly.

-- Check video equipment by setting-up and running a test tape. Adjust color levels on the monitor for a good picture and make sure the sound is set at a proper level.

-- Check 16mm projectors by running a test film to assure that the film loads correctly, sound is intelligible, the picture is clear and bright, and that the zoom and focus controls work properly.

-- Check slide projectors with test slides to assure that the bulb works, the slide tray properly advances, the zoom and focus controls work on the slide projector and that the remote unit is functioning properly.

-- Make sure you have all necessary cords, reels, adapters, etc. for each set-up so that you are not delayed by having to return to the storeroom for needed equipment.

Effective Classroom Set-up

When you arrive at the classroom:

-- Setup the equipment and make sure everything is properly connected with the cords routed out of the way of traffic as much as possible. Focus as required.

-- Thread films, place slide trays correctly on the projectors and hook-up the remote unit, and re-check the operation of the video equipment.

-- Check the overhead projector in the classroom for sufficient acetate and bulb operation.

-- Make sure the wall hung projection screen is lowered or the portable screen is set-up in the appropriate location.

-- Introduce yourself to the instructor ("Hello, my name is .....") and ask whether additional assistance will be required.

-- On pick-ups, make sure all slides, films or videotapes are returned to the instructor or to Capen 23F, whichever is appropriate. Collect all cords, remotes, adapters, etc. and return them to the storeroom or to Capen 23F. Video pick-ups must be prompt. Instructors are required to wait for your arrival since these are high-theft items.

Other Responsibilities

After completing your assigned set-ups and pick-ups:

-- Return to the storeroom to make sure all equipment is in order and that the storeroom is orderly and neat.

-- Check inventory of bulbs, acetate, adapters and other supplies and make a note of what needs to be replenished.

-- Return promptly to Capen 23F to check off work accomplished in the log, make note of failed pick-ups or other problems, mark damaged equipment for repair and check work schedule for your next assignment.

-- Notify your supervisor of any equipment or supply problems. Consistent feedback is essential to good communications.

-- Remain available at Capen 23F in the event you are required to be sent out in the field for an emergency service problem or to prepare for your next assignment.

General Notes

Good communication is the key to providing efficient service. Be sure your supervisor and co-workers are aware of where you are going and what set-ups and pick-ups you are doing.

Beware of leaving cryptic notes. Give messages face-to-face whenever possible, but if you must leave a note make it clear and detailed enough to be easily understood. Check back to see if someone responded to your message.

Overhead projectors are heavily used in the classroom. Each time you do a set-up and pick-up, check the overhead to be sure both bulbs function properly and there is a sufficient supply of acetate.